Republic of Malawi

Syllabus for

Geography

Forms 1 and 2

Ministry of Education, Science and Technology

Syllabus for

Geography

Forms 1 and 2

Ministry of Education, Science and Technology

Prepared and published by

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Foreword

Education is the vehicle through which every citizen can realise his or her potential and contribute to national development. The vision of the education sector in Malawi is to be a catalyst for socio-economic development, industrial growth and an instrument for empowering the poor, the weak and the voiceless. Its mission is to provide quality and relevant education to Malawians. As a catalyst for the development, education should equip the individual with knowledge, skills, values and attitudes to enable one to perform one's roles effectively, in an attempt to promote and sustain the social-economic development of a nation.

It is the conviction of the Ministry of Education, Science and Technology that primary education alone is not sufficient for achieving socio-economic development. As argued in the NESP (2008-2017), 'In an evolving and changing world of education, there is no way basic education can be taken as a complete transformer of our society when the world at large is getting more complex and sophisticated'. Therefore, secondary education is critical as it provides additional knowledge, skills and attitudes crucial for enabling Malawians to cope with the complex and sophisticated socio-economic and political environment of the global village to which Malawi belongs. Specifically, secondary education is:

- a human right, and important for achieving gender equity
- important for improving the health and quality of life for individuals, families and communities
- important for the socio-economic and political development of the nation
- necessary for reaching the Millennium Development Goals (MDGs), Education For All (EFA) and for promoting Universal Primary Education (UPE)

Against this background, the Malawi Government through the Ministry of Education, Science and Technology has reviewed the secondary school curriculum with a view to improving its quality and relevance, and to align it with the primary curriculum which has since been reviewed and emphasises continuous assessment as a tool for learning.

The rationale for reviewing the secondary school curriculum is contained in the NESP (2008-2017), and PIF (2000). The documents clearly state that the purpose of secondary education is to provide students with the academic basis for gainful employment in formal, private and public sectors. They further state that secondary education will prepare students for further education according to their abilities and aptitudes. However, it is important to note that for the majority of the children in Malawi, secondary education is terminal. Consequently, the curriculum has put emphasis on practical skills that enable them to achieve self-employment.

It is also clear that a good secondary school curriculum enables a student to develop into an adult with sound intellectual, moral, physical, and emotional abilities. Therefore the curriculum needs to address the whole range of students' abilities and interests. In addition, it should aim at equipping the student to become an independent learner in order to promote personal, family, community and national development. The new curriculum has therefore been deliberately designed to achieve these important goals. The importance of this syllabus therefore, cannot be over-emphasised.

I would like to thank all those who were directly or indirectly involved in the preparation of the syllabuses. Key among the stakeholders are the Director and staff of the Department of Inspectorate and Advisory Services (DIAS) in the Ministry of Education, Science and Technology (MoEST), for facilitating the development of the syllabuses in collaboration with the Director and staff of the Malawi Institute of Education (MIE). I would also like to extend my gratitude to university colleges (both public and private), teachers from secondary schools (both public and private), members of different religious groups and officers representing special interest groups such as the Malawi Revenue Authority (MRA), Reserve Bank of Malawi (RBM), Malawi Bureau of Standards (MBS), Anti-Corruption Bureau (ACB) and Malawi Blood Transfusion Services (MBTS) for their valuable contribution to and participation in the preparation of these syllabuses.

Most of all, I would like to express my hope that teachers will implement this curriculum diligently and in the best interest of the students so that the goals for reviewing the curriculum are achieved.

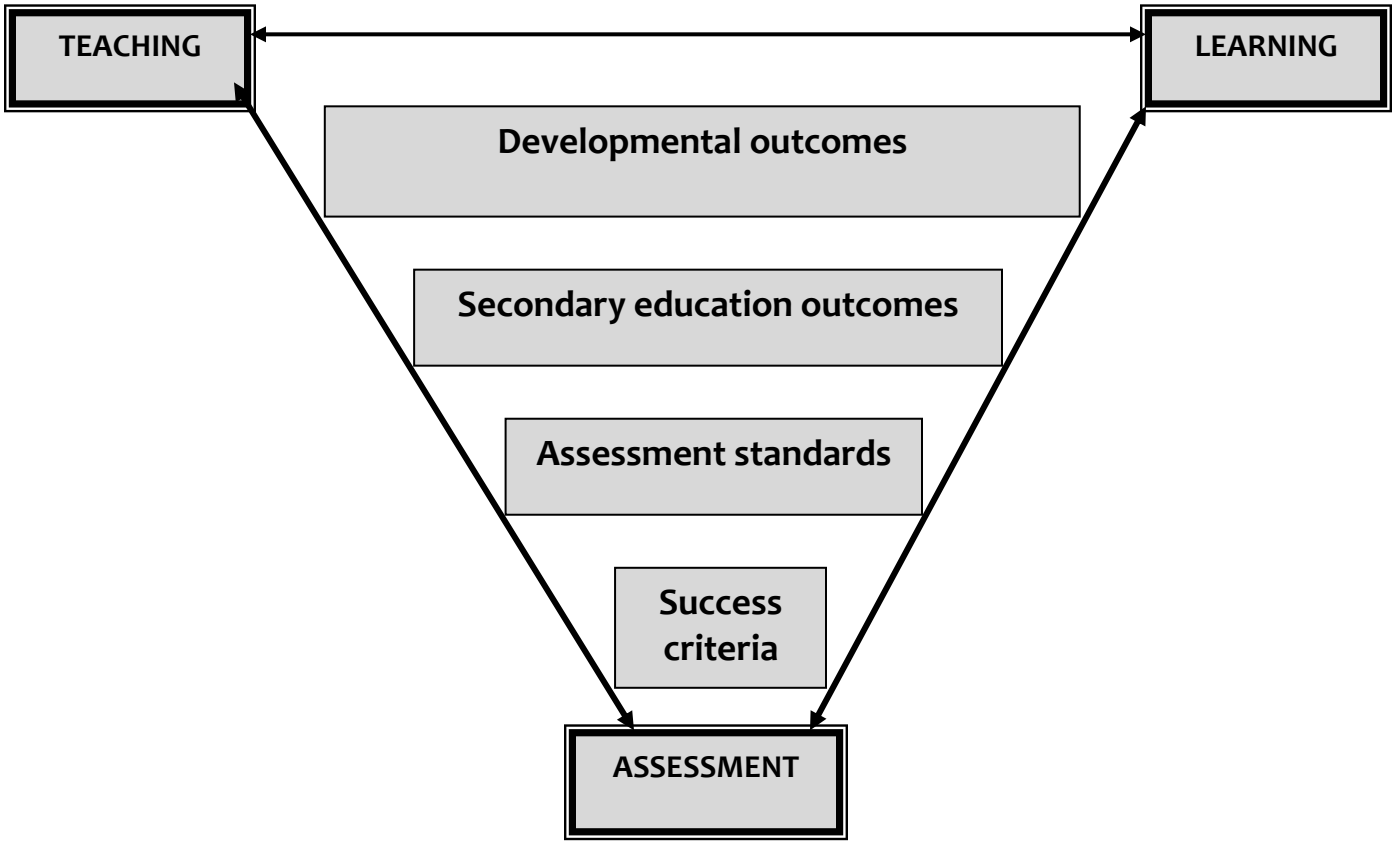
Dr McPhail Magwira
Secretary for Education Science and Technology (SEST)

The secondary school curriculum in Malawi

Among other reasons, the secondary school curriculum has been reviewed to align it with the primary school curriculum. This curriculum puts emphasis on student-centred teaching and learning approaches, including continuous assessment.

This curriculum focuses on student achievement. To achieve the outcomes, students must be introduced to new knowledge, skills, attitudes and values in the context of their existing knowledge, skills, attitudes and values so that they develop a deeper understanding as they learn and apply the knowledge. In this way, the process of learning is integral to the final product. The final products are the outcomes, that is, what students are expected to achieve in terms of knowledge, skills, attitudes and values, which must be clearly stated before teaching and learning begin. The achievements made at school, however, are only truly beneficial when the students transfer them to life beyond the school and view learning as a lifelong process. This is essential to keep pace with the changing social environment of home and work.

The figure below illustrates the structure and major elements of Malawi's secondary school curriculum, which are elaborated in the text below.



The developmental structure of the secondary school curriculum in Malawi

Developmental outcomes

The developmental outcomes are over-arching; they are what the student is expected to achieve by the end of the secondary school cycle both in and out of school. These outcomes apply to subject areas and they have been derived from the Constitution of the Republic of Malawi, Malawi Growth and Development Strategy (MGDS), National Education Sector Plan (NESP), Education Act and other education policy documents, including global policies and multilateral agreements to which Malawi is a signatory, as well as from the Secondary School Curriculum and Assessment Review (SSCAR). That is, students should be able to:

1 demonstrate appropriate moral and ethical behaviour in accordance with the accepted norms and values of the society
2 demonstrate local, regional, and international understanding
3 communicate competently, effectively, and relevantly in a variety of contexts, in an appropriate local or international language
4 apply mathematical concepts in socio-cultural, political, economic, environmental, scientific, and technological contexts to solve problems
5 apply scientific, technological, vocational, and managerial skills in a creative and innovative way to identify problems and develop appropriate solutions, so as to participate productively in society
6 demonstrate health-promoting behaviour in their personal lives as well as in their communities and the wider environment, with particular attention to prevalent diseases
7 appreciate and interact with the environment in a responsible and sustainable manner
8 apply the indigenous and non-indigenous knowledge and skills necessary for lifelong learning, personal advancement, employment, and the development of society
9 use Information and Communication Technology (ICT) responsibly and productively
10 demonstrate an understanding of the functioning of the economy and the contribution of agriculture and other sectors to national development
11 make use of entrepreneurial and vocational skills for personal and national development
12 apply research skills for problem-solving
13 demonstrate an understanding and appreciation of issues of human rights, democracy, gender, governance, and other emerging issues

Secondary education outcomes

The secondary education outcomes are categorised into seven sets of essential skills to be acquired by a secondary school graduate. The skills are:

1 citizenship skills
2 ethical and socio-cultural skills
3 economic development and environmental management skills
4 occupational and entrepreneurial skills
5 practical skills
6 creativity and resourcefulness
7 scientific and technological skills

Citizenship skills

1 demonstrate an understanding and appreciation of the symbols of nationhood
2 demonstrate a spirit of patriotism and national unity
3 apply decision-making skills necessary for participation in civic affairs
4 demonstrate a spirit of leadership and service
5 show respect for one's own and other people's rights and responsibilities
6 tolerate other people's attitudes and beliefs
7 demonstrate respect for the rule of law
8 understand characteristics of good governance
9 initiate and implement community development projects
10 demonstrate a sense of good neighbourliness
11 demonstrate a sense of national, regional and international understanding
12 demonstrate cooperative behaviour
13 demonstrate personal and social responsibility

Ethical and socio-cultural skills

14 demonstrate moral, spiritual and ethical attitudes and values
15 appreciate Malawi's diverse cultures and their respective practices
16 appreciate existing national institutions and cultural heritage
17 appreciate the value of the relationship between the individual and society
18 respect one's own and other people's cultures
19 identify beliefs which promote or retard national development
20 evaluate beliefs, taboos and superstitions in relation to national development
21 uphold beliefs which promote national development

Economic development and environmental management skills

22 understand Malawi's economy and economic structure
23 demonstrate entrepreneurial and/or vocational skills for formal or informal employment
24 exploit economic opportunities stemming from agriculture
25 demonstrate an interest in land husbandry, animal husbandry and aquaculture
26 apply appropriate agricultural practices and methods
27 acquire positive attitudes and skills, and apply them to the sustainable development of the natural and physical environment
28 understand the importance of diversified agriculture for Malawi's economy
29 understand the impact of technologies on economic productivity
30 apply relevant technologies to various economic activities
31 apply value addition practices to agricultural and environmental resource utilisation and management
32 appreciate Malawi's environmental resources
33 understand the impact of rapid population growth on natural resources and the delivery of social services
34 apply a variety of measures to conserve Malawi's natural resources
35 apply ICT skills to improve intellectual growth, personal enhancement and communication
36 demonstrate the ability to adapt to climate change and mitigate its impact on the economy and environment

37 appreciate the importance of energy in economic development
38 understand the importance of diversifying the economy through sectors such as tourism, mining and manufacturing

Occupational and entrepreneurial skills

39 demonstrate the spirit of self-reliance through vocational and entrepreneurial activities
40 apply appropriate vocational, occupational and entrepreneurial skills to individual and national advancement
41 demonstrate effective communication skills for the transfer of occupational and entrepreneurial knowledge, skills, attitudes and values
42 apply the principles of science and technology, entrepreneurship and management to promote active and productive participation in the society
43 demonstrate creativity and innovation for the benefit of the individual, community and the nation as a whole
44 demonstrate an understanding of indigenous and non-indigenous knowledge, skills, attitudes and values, and apply them to personal intellectual growth and national development
45 use vocational, occupational and entrepreneurial skills for the creation of economic opportunities in agriculture and other sectors

Practical skills

46 acquire entrepreneurial skills related to agriculture, commerce and industry
47 apply appropriate skills to agricultural, commercial and industrial production
48 demonstrate positive attitudes to manual work
49 demonstrate excellence in any kind of workmanship
50 demonstrate sporting ability and sportsmanship
51 demonstrate the ability to use creative and innovative artistic talents for self-employment

Creativity and resourcefulness

52 demonstrate a spirit of inquiry and creative, critical and lateral thinking
53 use problem-solving techniques to solve practical problems
54 demonstrate an imaginative and creative mind
55 exploit creative potential
56 understand personal strengths and weaknesses and use strengths to promote healthy self-esteem
57 maximise the use of available resources

Scientific and technological skills

58 apply appropriate scientific, technological and vocational skills to improve economic productivity
59 apply relevant innovations in science and technology
60 demonstrate a capacity to utilise appropriate technology
61 demonstrate basic research skills

Rationale for geography

Geography, a natural and social science, involves the study of the physical environment and the interaction of people with the environment. It helps learners to acquire appropriate knowledge, skills, attitudes and values in order to understand and appreciate the world and manage its resources sustainably. It also makes them appreciate the interdependence of societies in various areas at local, national, regional and global level.

The dawn of the 21st Century has the earth getting overcrowded, natural resources getting depleted, world climates becoming more erratic, the global economy becoming more competitive and world events getting more interconnected. Resolving these contemporary issues require critical and creative minds that geography helps to realize. Through geography learners appreciate the value of nature and be able to conserve it.

Core elements and their outcomes

Map work and interpretation of geographical information

The student will be able to demonstrate the ability to read, transform and interpret maps as well as analyse and interpret other geographical information in various forms.

Understanding the earth

The student will be able to demonstrate an understanding of the lithosphere, hydrosphere, atmosphere and biosphere.

Environmental and natural resources management

The student will be able to appreciate the importance of the environment, consequently be able to protect it and practise sustainable natural resource management.

Spatial organisation

The student will be able to demonstrate increasing knowledge and understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities.

Interdependence between Malawi and the world

The student will be able to understand the interdependence between and among countries in environmental, economic, social and technological aspects for sustainable development.

Scope and sequence chart for Forms 1 to 4

Core element	Form 1	Form 2	Form 3	Form 4
Map work and interpretation of geographical information	**Map work** • map and its components • types and uses of maps • maps and scale • map symbols and conventional signs • location and grid reference • direction and bearing	• longitudes and latitudes - time zones - standard time • contour patterns • relief • gradient • drainage patterns • riverine features • coastal features • cross sections and long profiles • land use	• fundamental map reading and interpretation skills - land use - landforms - riverine features - coastal feature • map work - measuring distance - calculation of area - cross sections and river profiles - reducing and enlarging maps - gradient **Statistical methods** • statistical methods in geography	• Geographical Information system (GIS) and remote sensing - interpretation of GIS - aerial photographs - satellite images
Understanding the earth	**Earth as a planet** • solar system • shape of the earth • movements of the earth - rotation - revolution	**Lithosphere** • internal structure of the earth • internal and external processes that shape the landscape	• theory of continental drift • plate tectonics - mountain building - volcanism - earthquakes • rocks	

Core element	Form 1	Form 2	Form 3	Form 4
			• landforms - riverine - coastal	
	Hydrosphere • Hydrological cycle - main features and processes - importance - factors which disturb the cycle (global warming, deforestation and acid rain)	**Lithosphere** • internal structure of the earth • internal and external processes that shape the landscape	• relief features of the ocean basins • ocean currents	
	Atmosphere • composition and structure of atmosphere • weather and climate - elements of weather	• formation of lakes • formation of east and central African lakes • drainage system of east and central Africa • importance of lakes and rivers - case study: Shire River • distribution of seasons in: - tropical regions - temperate regions - polar regions - seasons of Malawi	• pressure belts • planetary/prevailing winds • air masses and fronts • local winds • land and sea breeze • cyclones and anticyclones • clouds • precipitation • rainfall (types)	

Core element	Form 1	Form 2	Form 3	Form 4
	• **Biosphere** - composition and structu		• climatic regions and world biomes - equatorial - tropical continental - tropical desert - mediterranean/warm temperate western margin - cool temperate interior	
Environmental and natural resources management	**Environment** • components of environment • importance of environment • ecosystem **Natural resources** • types (renewable and non-renewable) • importance of natural resources	• environmental management • natural resources in Malawi - forestry - wildlife - soil - energy (case study: HEP in Malawi) - minerals	• environmental issues - pollution - desertification - climate change • world fishing - factors influencing development of world fishing industry - major fishing grounds - types of fish - main fishing methods - importance of the fishing indus	• environmental issues - wetlands - wildlife - waste management • responses to climate change - national initiatives - international agreements - examples and aims • minerals - types of minerals - world distribution - uses (uranium, petroleum, coal, gold, iron and copper) - mining methods - effects of mining

Core element	Form 1	Form 2	Form 3	Form 4
	Natural disasters • meanings (disaster, hazard, risk) • types of natural disasters • effects of natural disasters	• fish (case study: fishing in Malawi) • natural disasters in Malawi • precautionary measures • disaster risk management	- challenges of the fishing industry - management and conservation of fisheries	- case studies: 1 uranium in Malawi 2 petroleum • energy - types (HEP, solar, wind, biomass, thermal, geothermal) - energy crisis in Malawi
Spatial organisation	**Population** • meaning • composition • distribution • density • growth	• population of Malawi - composition - distribution - density - growth • effects of population growth in Malawi		• world population distribution and density • population dynamics - birth rate - fertility rate - mortality rate - migration - age- sex structure - demographic - transition model **Settlements** - types (rural and urban) - settlement patterns - urbanisation - urban land use model case study: Lilongwe

Core element	Form 1	Form 2	Form 3	Form 4
		Industries • types • location of industries in Malawi • case study on tourism in Malawi		**World agriculture** • factors influencing agriculture - physical - human - economic - technological • types of agriculture • case studies - rice farming in South East Asia - dairy farming in Denmark - irrigation farming in Israel - tea plantation in Malawi • industrialisation • major industrialised areas in the world • impact of industries • case studies on the motor vehicle industry in Japan and tourism in Africa

Core element	Form 1	Form 2	Form 3	Form 4
Interdependenc between Malawi and the world		**Communication, transport and trade** • communication - means of communication - importance of communication - communication in Malawi • transport - types of transport - transport in Malawi - problems of transport in Malawi • trade - imports/exports - balance of trade in Malawi - factors affecting balance of trade in Malawi	• aims - regional trade blocks (SADC and COMESA) - WTO • benefits and challenges of trade agreements • role of customs in international trade	• major world transport routes - sea routes - air routes • railway network in Africa

Teaching syllabus for Forms 1 and 2

Form 1 Term 1

Core element: Map work and interpretation of geographical information

Outcome: Students should be able to demonstrate the ability to read, transform and interpret maps as well as analyse and interpret other geographical information in various forms.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • read and interpret maps	The students must be able to : 1 explain the term *map* 2 explain the components of a map 3 differentiate a map from an aerial photograph	**Map and its components**	• brainstorming the meaning of the term *map* • discussing the meaning of the term *map* • identifying components of a map • discussing components of a map • studying different types of maps • distinguishing types of maps	• brainstorming • question and answer • pair work • peer assessment • teacher assessment • group work	• maps • aerial photographs • local environment • compasses • checklists

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
			• distinguishing maps from aerial photograph		
	4 explain different uses of maps		• brainstorming uses of maps • discussing uses of maps • matching types of maps to uses	• group work • question and answer • peer assessment • group discussion • written exercises	• different types of maps • observation checklists • atlases
	5 explain ways of expressing scale		• brainstorming the meaning of the term *scale* • discussing the meaning of the term scale • identifying ways of expressing scale • converting various scales into other types	• demonstration • question and answer • pair work • peer assessment • individual/self assessment • group work • practical exercises	• topographical maps • atlases • strings • pairs of dividers • strip of paper

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	6 explain symbols and signs on a map		• measuring a straight course distance on a map • measuring a winding course distance on a map • drawing a sketch diagram • drawing a diagram to scale • indicating the scale used in a diagram		
	7 interpreting maps using different signs and symbols		• identifying symbols on a map • discussing conventional signs used on maps • reading maps with different map symbols • drawing maps using map symbols	• group discussion • pair work • question and answer • practical exercises • written exercises • peer assessment	• topographical maps • atlases • map reading textbooks • charts with map symbols

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	8 locate features and places on a topographical map using four-figure and six figure grid references		• locating features and places on a topographical map using four-figure grid references • locating features and places on a topographical map using six-figure grid references • identifying features located on a map using four-figure grid references • identifying features located on a map using six-figure grid references • distinguishing large scale maps from small scale maps • reducing maps to a given scale • enlarging maps to a given scale	• demonstration • group work • pair work • group discussion • practical exercises • observation checklists	• topographical maps • grid lines • map reading textbooks • sketch diagrams

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	9 explain compass points in relation to cardinal points 10 explain true north, magnetic north, and grid north		• calculating the area of a regular feature • calculating the area of an irregular feature • discussing compass points in relation to cardinal points • locating features on a map using compass points • locating features in the school environment using cardinal points • brainstorming the meaning of the terms *true north*, *magnetic north* and *grid north* • discussing the relationship between true north, magnetic north and grid north • locating features on a map using bearing • calculating bearing of features on a map	• demonstration • fieldwork • pair work • group discussion • practical exercises peer assessment	• local environment • topographical map • compass • observation checklists • charts • atlases

Core element: Understanding the earth
Outcome: The student will be able to demonstrate an understanding of the lithosphere, hydrosphere, atmosphere and biosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the solar system	The students must be able to: 1 explain the term *solar system* 2 explain new developments related to the solar system	**The solar system**	• explain the meaning of the term *solar system* • discussing the concept *solar system* • identifying components of the solar system • listing new developments related to the solar system: - examining new developments in the solar system eg number of planets, shifting of the poles and inclination of the planets	• group discussion • question and answer • pair work • debate • peer assessment • individual assessment • research work • role play • projects • written exercises	• students' experiences • local environment • diagrams of the solar system • diagrams of the shape of the earth • checklists • scoring rubrics • videos • newspaper articles • internet

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 relate the position of the earth to the sun		• examining the position of the earth in relation to the sun • discussing how the position of the earth contributes to life and human activities		
	4 explain the shape of the earth		• discussing the shape of the earth • discussing proofs of the shape of the earth • discussing the effects of the shape of the earth		

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	11 explain movements of the earth 12 explain the results of the movements		• discussing movements of the earth • demonstrating the different movements of the earth to • discussing the results of the movements of the earth • demonstrating the results of the earth's movements	• discussion • question and answer • pair work • individual assessment • peer assessment • demonstration • written exercises • role play • practical exercises	• students' experiences • local environment • diagrams showing the movements of the earth • atlases • checklists • scoring rubrics • videos • internet • newspaper articles • torches • bulbs • globes

Core element: Understanding the earth
Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the term hydrosphere	Students must be able to: 1 explain the term *hydrosphere*	**Hydrosphere**	• brainstorming the meaning of the term *hydrosphere* • discussing the meaning of the term 'hydrosphere' • discussing the distribution of water on earth	• question and answer • pair work • written exercises • essay questions • oral exercise • peer assessment • individual assessment	• globes • diagrams showing the hydrological cycle • local environment • videos • internet • atlases
	2 explain the main features and processes of the hydrological cycle		• discussing the meaning of the term 'hydrological cycle' • discussing the main features and processes of the hydrological cycle		

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the importance of the hydrological cycle		• brainstorming the importance of the hydrological cycle • examining the importance of the hydrological cycle • analyzing factors that can disturb the hydrological cycle		
	4 suggest ways of maintaining the hydrological cycle		• brainstorming ways of maintaining the hydrological cycle • discussing ways of maintaining the hydrological cycle		

Term 2
Core element: Understanding the earth
Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to : • demonstrate an understanding of the atmosphere	Students must be able to: 1 explain the term *atmosphere* 2 explain the composition of gases in the atmosphere	**Atmosphere**	• brainstorming the meaning of the term *atmosphere* • discussing the meaning of the term *atmosphere* • identifying the main gases in the atmosphere • interpreting data on the main gases in the atmosphere	• question and answer • group work • pair work • brainstorming • written exercises • peer assessment	• tables • pie charts/graphs • diagrams of the atmosphere • videos • internet

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe layers of the atmosphere 4 explain the importance of the atmosphere		• identifying layers of the atmosphere • discussing the characteristics of each layer • drawing layers of the atmosphere • brainstorming the importance of the atmosphere • discussing the importance of the atmosphere		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to : • demonstrate an understanding of weather and climate	Students must be able to: 1 explain the terms *weather* and *climate* 2 explain elements of weather and factors that affect them 3 explain factors that affect the elements of weather	**Weather and climate**	• brainstorming the meaning of the terms *weather* and *climate* • discussing the meaning of the terms *weather* and *climate* • brainstorming the elements of weather • discussing the elements of weather • discussing factors that affect the elements of weather • analyzing factors that affect elements of weather	• question and answer • pair work • peer assessment • brainstorming • written exercises • teacher assessment • demonstration • practical exercises • field visits	• students' experiences • weather instruments • weather maps • written exercises • television weather bulletins • peer assessment • local environment • weather stations • weather data

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify instruments used to measure elements of weather 4 interpret weather data and symbols		• identifying instruments used to measure elements of weather • discussing instruments used to measure different weather elements • measuring elements of weather • interpreting data collected using weather instruments • forecasting weather using data collected • discussing sources of data for forecasting weather • interpreting weather symbols		

Core element: Understanding the earth
Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • develop an appreciation for conserving the biosphere	Students must be able to: 1 describe the term *biosphere* 2 identify the components of biosphere	**Biosphere**	• brainstorming the meaning of the term *biosphere* • discussing the meaning of the term *biosphere* • identifying components of the biosphere • discussing the relationship between different components of the biosphere	• group work • question and answer • field visits • written exercises • peer assessment • teacher assessment • case study	• local environment • videos • students' experiences • checklists • flow diagrams • pictures of the biosphere

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the importance of the biosphere		• examining the importance of the biosphere • discussing the importance of the biosphere from the local environment		
	4 suggest ways of maintaining the biosphere		• identifying problems affecting the biosphere • analyzing problems affecting the biosphere • discussing ways of maintaining the biosphere		

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an appreciation of the environment	Students must be able to: 1 explain the of *environment* 2 explain how the components of the environment and the earth are related 3 explain the importance of various components of the environment	**Environment**	• brainstorming the meaning of the term *environment* • discussing the meaning of the term *environment* • identifying components of the environment • classifying components of the environment • observing the use of various components in the local environment • discussing how various components of the environment are related • discussing the importance of various components of the environment • debating how life would be without the components of the environment	• discussions • group work • question and answer • written exercises • peer assessment • debate • role play • field visits	• charts showing components of the environment • pictures • local environment • checklists • posters • flow charts • venn diagrams • students' experiences • videos • internet

Term 3
Core element: Environmental and natural resources management
Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • develop an appreciation for the ecosystems	Students must be able to: 1 explain the term *ecosystem* 2 explain the components of an ecosystem	**Ecosystem**	• brainstorming the meaning of the concept *ecosystem* • discussing the meaning of the concept *ecosystem* • identifying components of an ecosystem • discussing how the components are interrelated • drawing processes of ecosystems	• field work • group discussion • question and answer • teacher assessment • brainstorming	• flow charts • venn diagrams • local environment • pictures • students' experiences • videos • internet • checklists

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 describe factors that can disturb the ecosystems 4 explain ways of maintaining ecosystems 5 explain the importance of ecosystems		• brainstorming factors that can disturb the ecosystems • examining factors that can disturb the eco-system • suggesting ways of maintaining ecosystems • discussing ways of maintaining ecosystems • brainstorming the importance of ecosystems • discussing the importance of ecosystems		

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	**Success criteria**	**Topic/ theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of natural resources	Students must be able to: 1 explain the term *natural resources* 2 explain the different types of natural resources 3 explain the importance of natural resources	**Natural resources**	• brainstorming the meaning of the term *natural resources* • discussing the meaning of the term *natural resources* • discussing types of natural resources • discussing the difference between renewable and non-renewable resources • brainstorming the uses of natural resources from various sources • discussing the importance of natural resources	• group work • question and answer • photo observation • pair work • written exercises • field work	• photographs • realia • resource persons • local environment • charts showing natural resources • videos • posters • newspaper articles

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 explain how natural resources are being mismanaged in Malawi		• brainstorming how natural resources are mismanaged • discussing how natural resources are mismanaged • discussing the effects of mismanagement of natural resources	• group discussions • practical exercises • brainstorming	• realia • pictures /photographs • resource persons
	5 suggest ways of managing natural resources		• brainstorming management strategies for natural resources • discussing management strategies for natural resources	• group discussions • practical exercises • brainstorming	• realia • pictures/ 9photographs • resource persons

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of natural disasters and ways of managing them	Students must be able to: 1 explain the terms *natural disasters*, *disaster*, *risk*, *hazard*, and *vulnerability* 2 differentiate natural disasters from natural hazards	**Natural disasters**	• brainstorming the meanings of the terms: *natural disasters*, *disaster*, *risk*, *hazard*, and *vulnerability* • discussing the meanings of the terms: *natural disasters*, *disaster*, *risk*, *hazard*, and *vulnerability* • discussing the difference between natural disasters and natural hazards • identifying natural disasters • identifying different types of natural disasters	• group work • question and answer • pair work • written exercises • case study	• photographs of natural disasters • resource persons • statistics • videos • newspaper articles • local environment

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the effects of natural disasters		• discussing the effects of natural disasters • analyzing the effects of natural disasters		
	4 suggest ways of managing disasters		• discussing the meaning of the term *disaster risk management* • discussing ways of preventing disasters • discussing ways of managing disasters		

Core element: Spatial organization
Outcome: The student will be able to demonstrate increasing knowledge and understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of different aspects of population	Students must be able to: 1 explain the term *population*	**Population**	• brainstorming the meaning of the term *population* • discussing the meaning of the term *population*	• question and answer • discussion	• students' experiences • observation checklists
	2 describe the composition of the population of a given area		• finding out the number of people in a population according to age groups and sex • analysing the composition of population • discussing the population composition in a given area	• group work • teacher observation • peer assessment • question and answer	• school records • local environment • observation checklists • census data

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 analyse the population composition of a given area 4 explain population composition at district and regional levels according to where the school is located 5 explain the meaning of term *population distribution*		• analyzing the population composition graphically • brainstorming population composition at district and regional levels • discussing population composition at district and regional levels • brainstorming the meaning of the term *population distribution* • discussing the meaning of the term *population distribution* • comparing a physical map with a population distribution map	• question and answer • group or pair work • teacher assessment • discussion • group work • pair work	• school records • observation checklists • population census reports • maps of ethnic groups

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	6 describe factors that determine population distribution in a given area		• discussing the factors that determine population distribution	• group work • teacher observation	• economic maps • physical maps of a region • raised maps • population distribution maps
	7 explain how population distribution influences allocation of resources		• discussing how a population distribution map is drawn • drawing population distribution sketch-maps of an area • brainstorming how population distribution influences the allocation of resources • discussing how population distribution influences the allocation of resources	• question and answer • teacher observation • group work • individual work	• local environment • observation checklists • charts
	8 explain the meaning of the term *population density*		• brainstorming the meaning of the term *population density* • discussing the meaning of the term *population density* • calculating population densities from a given set of figures	• group work • discussion • teacher observation demonstration	• data showing the allocation of resources • population census figures

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	9 describe factors that influence population density in a given area		• identifying areas of high and low population densities on a map of a given area • discussing the factors that determine population density in a given area	• question and answer	• population density map of an area • data showing allocation of resources to different areas • raised map
	10 explain the effects of population density on resources		• brainstorming the effects of high and low population densities on resources • discussing the effects of high and low population densities on resources	• teacher observation • discussion	• local environment • students' experiences
	11 explain the meaning of the term *population growth*		• brainstorming the meaning of the term *population growth* • discussing the meaning of the term *population growth*	• teacher observation	• students' experiences • local environment • data on population growth

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	12 explain factors that influence population growth		• analyzing a graph showing population growth from a given area (line graphs, bar graphs) • brainstorming factors that influence population growth • discussing factors that influence population growth • calculating birth rates and death rates	• discussion	
	13 explain the impact of population growth on the family and environment		• brainstorming the meanings of the terms: *birth rate*, *death rate* and *migration* • discussing the meanings of the terms *birth rate*, *death rate* and *migration* • calculating birth rates and death rates • discussing the effects of population growth on the family and environment	• question and answer • group discussions • teacher observation	• students' experiences • local environment • population census reports • hospital records • newspaper cuttings • pictures of refugee camps • refugee data

Form 2: Term 1
Core element: Map work and interpretation of geographical information
Outcome: Students should be able to demonstrate the ability to read, transform and interpret maps as well as analyse and interpret other geographical information in various forms.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of longitudes and latitudes	Students must be able to: 1 distinguish a line of latitude from a line of longitude	**Longitudes and latitudes**	• discussing the meaning of the terms *latitude* and *longitude* • explaining the difference between latitudes and longitudes	• question and answer • demonstration • pair work • group discussion • practical exercises	• protractor • ruler • atlases • topographical maps • globes
	2 explain the uses of lines of latitudes and lines of longitudes		• discussing uses of longitudes and latitudes	• question and answer • group discussion • practical exercises • written exercises • demonstration • practical exercises	• world maps

Core element: Map work and interpretation of geographical information

Outcome: Students should be able to demonstrate the ability to read, transform and interpret maps as well as analyse and interpret other geographical information in various forms.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • develop knowledge and skills on the use of time zones	Students must be able to: 1 explain a time zone 2 explain why time zones were created	**Time zones**	• discussing the transition from telling local time using the sun to using zones • discussing the concept *time zone* • identifying time zones from an illustration • suggesting reasons for the creation of time zones • discussing the reasons for the creation of time zones	• discussion • demonstration • question and answer • peer assessment • situation analysis • written exercises • practical activity	• students' experiences • world maps of time zones • atlases • checklists

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 calculate time for different countries		• discussing how to calculate time using time zones for different countries • calculating time using time zones for different countries • identifying time zones on a world map	• discussion • demonstration • question and answer • peer assessment • situation analyses • written exercises • practical activity	• students' experiences • world maps of time zones • atlases • checklists
	5 explain the importance of using standard time		• discussing the importance of using standard time among countries		
	6 explain the importance of the international date line		• discussing the international date line • discussing the importance of the international date line • locating the international date line on a world map		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • read and interpret topographical maps	Students must be able to: 1 identify ways of showing relief on a map 2 explain the advantages of contour lines over other ways of showing relief on topographical maps	**Relief**	• defining the meaning of the term *relief* • identifying various ways of showing relief on a map • differentiating between spot heights and trigonometrical points • explaining how layer tinting is used in maps • brainstorming the advantages of contour lines over hachures, bench marks and hill shading • discussing the advantages of contour lines over hachures, bench marks and hill shading	• group work • pair work • written exercise • oral assessment • discussion	• topographical maps • atlases • map reading textbooks

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify landforms using contour patterns		• identifying landforms using contour patterns • explaining the difference between a pass/gap and a saddle/col • relating the occurrence of a spur to a valley	• question and answer • group work • practical exercises • written exercises • pair work • discussion	• topographical maps • map reading textbooks • sketch diagrams
	4 calculate the average gradient between two points		• identifying the steepness of a slope using contour lines • differentiating a concave slope and a convex slope • calculating the gradient between different points	• demonstration • group work • practical exercises • question and answer	• topographical maps • map reading textbooks • sketch diagrams

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of drainage patterns	Students must be able to: 1 identify drainage patterns on a topographical maps 2 explain the influence of relief on drainage patterns	**Drainage patterns**	• brainstorming drainage patterns • identifying drainage patterns on topographical maps • discussing drainage patterns on topographical maps • discussing different drainage patterns • drawing different drainage patterns • discussing how drainage patterns are influenced by relief • interpreting the direction of flow of rivers using contour patterns	• group discussion • pair work • question and answer • written exercises • practical exercises	• topographical maps • sketch diagrams • map reading textbooks

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the formation of riverine features		• identifying riverine features on topographical maps • discussing the formation of the following riverine features: gorge, flood plain, oxbow lake, levee, meander, waterfalls, rapids, delta • drawing diagrams of riverine features	• pair work • group discussion • question and answer • written exercises • practical exercises • teacher observation • field work	• topographical maps • diagrams of riverine features • map reading textbooks • local environment
	4 identify coastal features on a topographical map		• identifying coastal features on a topographical map • studying a topographical map of coastal features	• pair work • group discussion • question and answer	• topographical maps • diagrams of coastal features

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	5 explain the formation of coastal features		• discussing the formation of the following coastal features: peninsula, cape, point, beach, shoreline, spit, sandbar, lagoon, delta, estuary • drawing the following coastal features: peninsula, cape, point, beach, shoreline, spit, sand bar, lagoon, delta and estuary	• practical exercises • written exercises • field work	• map reading textbooks • local environment
	6 draw cross- sections and long profiles between different points on a map	**Cross section and long profile**	• demonstrating how to draw a cross section and a long profile • drawing cross- sections and long profiles between given points • annotating a cross section	• demonstration • pair work • group work • question and answer • practical exercises	• topographical maps • map reading textbooks • graph paper • pieces of paper

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	7 interpret map symbols in relation to land use	**Land use**	• interpreting map symbols in relation to land use • brainstorming the effect of relief on land use • explaining the effect of relief on land use patterns discussing land uses from topographical maps eg settlements, communication, vegetation, mining/quarrying, industrial use, parks and reserves and tourist resorts	• question and answer • pair work • group discussion • practical exercises • peer assessment	• topographical maps • map reading textbooks • local environment • atlases

Core element: Understanding the earth
Outcome: The student will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the internal structure of the earth	The students must be able to: 1 describe the internal structure of the earth	**Internal structure of the earth**	• identifying different layers of the earth • discussing the different layers of the earth • discussing basic characteristics of each layer • relating the characteristics to the main occurrences	• group work • discussion • question and answer • peer assessment • written exercises • teacher assessment	• students' experiences • diagrams of the internal structure of the earth • videos • checklists • scoring rubrics • internet • local environment
	2 identify features that shape the earth's landscape		• identifying the features that shape the earth's landscape • discussing the features that shape the earth's landscape	• discussion • question and answer	

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain the formation of the features that shape the earth's landscape 4 explain the advantages and disadvantages of physical features to life and human activities		• discussing internal and external processes that form features • illustrating the processes of how some of the features are formed • discussing the advantages and disadvantages of physical features to life and human activities • relating the advantages and disadvantages to specific features	• group work • peer assessment • field excursion • written exercises • individual assessment • teacher assessment	• pictures/diagrams • videos • internet • checklists • scoring rubrics

Core element: Understanding the earth
Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the formation of east and central African lakes	Students must be able to: 1 explain how lakes are formed 2 identify the lakes of east and central Africa	**Formation of lakes**	• discussing different of lakes • discussing how different types of lakes were formed • identifying the lakes of east and central africa • locating the lakes of east and central Africa on a map	• question and answer • individual assessment • group work • peer assessment • practical exercises • written exercises • field visits	• atlases • physical maps of east and central Africa showing drainage systems • diagrams on formation of lakes • resource persons • videos • internet

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 explain how east and central African lakes were formed		• discussing how the lakes of east and central Africa were formed • analyzing, according to their location, how the east and central African lakes were formed		
	4 explain the importance of lakes and rivers of east and central Africa		• discussing the importance of east and central African lakes and rivers • suggesting ways of protecting lakes and rivers		

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when students are able to: • demonstrate an understanding of the river Shire	Students must be able to: 1 identify major rivers in Malawi 2 explain the course of Shire river 3 explain the importance of Shire river	**Importance of Shire river**	• brainstorming the major rivers of Malawi • locating major rivers in Malawi • identifying the position of Shire river on the map of Malawi • discussing the course of Shire river • drawing a profile of the Shire river • discussing the importance of Shire river • identifying social and economic activities along Shire river	• question and answer • individual assessment • group work • peer assessment • practical exercises • written exercises • field visits	• atlases • physical maps of east and central Africa • diagrams illustrating the formation of lakes • resource persons • videos • internet • pictures of economic activities along Shire river • aerial photos • topographic maps showing Shire river

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	4 explain challenges faced by the social and economic activities along Shire river		• discussing the challenges along Shire river • analysing challenges faced along Shire river • suggesting ways of dealing with challenges facing along Shire river		

Term 2
Core element: Understanding the earth
Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of seasons	The students must be able to: 1 explain the term *season* 2 explain the causes of seasons	**Seasons**	• brainstorming the meaning of the term *season* • discussing the meaning of the term *seasons* • discussing the factors that cause seasons • drawing the position of the earth in relation to the sun that cause the seasons	• question and answer • pair work • group work • discussion • written work • demonstration • peer assessment • individual/self assessment	• students' experiences • globes • torches • tables • diagrams of the revolution of the earth • pie charts of cycle of seasons • climatographs • videos • internet
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment**	**Suggested teaching, learning and assessment**

				methods	**resources**
	3 explain the characteristics of seasons according to regions		• identifying types of seasons according to regions • discussing the characteristics of seasons in the tropical, temperate and polar regions • identifying the cycle of seasons in the three climatic regions • labelling the cycle of seasons on a pie chart		• climatic graphs
	4 interpret climatic data into seasons 5 relate the seasons of the tropical regions to the seasons of Malawi		• analyzing climatic data on given graphs • interpreting climatic data into types of seasons • relating seasons in tropical regions and the seasons of Malawi • inserting months on the cycle of seasons of Malawi on pie charts	• group work • explanation • pair work • class discussion • written exercises	• pie charts • checklists • local environment • students experiences

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of activities that endanger the environment	Students must be able to: 1 identify activities which endanger the environment 2 explain the effects of activities that endanger the environment	**Environment**	• brainstorming human activities that endanger the environment • discussing activities that endanger components of the environment • brainstorming the effects of various human activities on the environment • discussing the effects of various human activities on the environment	• educational visits • case study • question and answer • written exercises • project work • discussion • role play	• local environment • diagrams • tables of data • checklists • videos • pictures • newspaper articles
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

	3 explain environmental management practices		• discussing the meaning of the term *environmental management* • identifying common environmental management practices in Malawi in relation to legislative provisions/procedures • carrying out environmental education activities		

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practise sustainable natural resource management.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and	Suggested teaching, learning and

				assessment methods	assessment resources
We will know this when students are able to: • demonstrate an understanding of natural resources management	Students must be able to: 1 explain the term *forestry* 2 identify major forests on a map of Malawi 3 explain the importance of forests	**Forestry**	• brainstorming the meaning of the term *forestry* • discussing the meaning of the term *forestry* • brainstorming the major forests of Malawi • locating major forests on a map of Malawi • brainstorming the importance of forests • discussing the importance of forest	• group work • debate • pair work • field visits • case study • written reports • enter-educate	• forest products • pictures/photographs • resource persons • newspaper articles • magazines • videos • internet • forest reserves • school woodlots
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 describe human activities that endanger forests		• brainstorming activities that endanger forests		

	5 explain how forests can be conserved		• discussing human activities that endanger forests • discussing ways of conserving forests • carrying out a tree planting activity		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of wildlife	Students should be able to: 1 explain the term *wildlife*	**Wildlife**	• brainstorming the meaning of the term *wildlife* • discussing the meaning of the term *wildlife*	• group work • debate • practical exercises • field visits • case study	• pictures/ photographs showing wildlife • news paper articles • resource persons

	2 locate wildlife reserves in Malawi 3 explain the significance of wildlife 4 suggest ways of conserving wildlife		• brainstorming wildlife reserves of Malawi • discussing wildlife reserves of Malawi • locating game and national parks on map of Malawi • debating the significance of wildlife • discussing the significance of wildlife • brainstorming ways of conserving wildlife • identifying human activities that can endanger wildlife • discussing ways of conserving wildlife	• pair work • enter-educate	• videos • internet • maps of Malawi
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of characteristics of soil	Students should be able to: 1 explain the different characteristics of soil types	**Soil**	• discussing the meaning of the term "soil" • identifying soil types • conducting an experiment to find out the characteristics of soil types	• practical work • group work • question and answer • drawing soil profiles • pair work	• pictures of soil profile • resource persons • samples of soil • water • pictures of soil erosion

	2 describe soil profile 3 explain the importance of soil 4 explain ways of conserving soil		• discussing the characteristics of soil types • discussing soil profiles • analysing soil profiles • drawing soil profiles • brainstorming the importance of soil • discussing the importance of soil • brainstorming ways of conserving soil • discussing human activities that affect soil • discussing ways of conserving soil	• enter-educate • field visits	• videos • internet • local environment • realia
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of energy	1 explain types of energy	**Energy**	• brainstorming the meaning of the term *energy* • discussing the meaning of the term *energy*	• discussions • practical exercises • brainstorming	• pictures • maps of Malawi • resource persons • students' experiences

	2 explain the importance of energy 3 explain ways of conserving energy resources		• listing types of energy • identifying sources of energy • discussing types of energy • brainstorming the importance of energy • discussing the importance of energy • brainstorming ways of conserving energy resources • discussing ways of conserving energy resources		• flow diagrams showing HEP generation
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to • demonstrate an understanding of Hydro-electric power in Malawi	Students must be able to: 1 locate hydro-electric power sites in Malawi	**Hydro-electric power in Malawi**	• brainstorming hydro-electric power sites in Malawi • discussing hydro-electric sites of Malawi • locating hydro-electric	• discussion • field visits • written reports • question and answer • case study	

	2 explain the factors ideal for the generation of hydro-electric power		power sites in Malawi • brainstorming factors ideal for the generation of hydro-electric power • discussing the factors ideal for the generation of hydro-electric power • discussing why a hydro electric power station was located at either Nkula or Tedzani	• debate	
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain how power is generated and distributed at either Nkula or Tedzani 4 assess the challenges		• discussing how HEP is generated in Malawi • drawing a flow diagram showing how HEP is generated in Malawi • discussing how HEP is distributed in Malawi		

	associated with the generation, transmission and use of hydro-electric power in Malawi		• discussing the challenges associated with the generation, transmission and use of hydro-electric power in Malawi • suggesting solutions to the challenges associated with the generation, transmission and use of hydro-electric power in Malawi		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the importance of minerals	Students should be able to: 1 explain the term *minerals* 2 explain the	**Minerals**	• brainstorming the meaning of the term *minerals* • discussing the meaning of the term "minerals" • brainstorming	• group discussions • written exercises • brainstorming • field visits • report writing	• pictures • resource persons • realia • videos

	importance of minerals		examples of minerals • discussing the importance of minerals • studying products made from minerals		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to : • demonstrate an understanding of fishing in Malawi	Students should be able to: 1 explain the importance of fish 2 identify human activities that endanger fish resources	**Fishing in Malawi**	• brainstorming the importance of fish • discussing the importance of fish • brainstorming human activities that endanger fish resources • discussing human activities that endanger fish	• group discussions • oral exercises • brainstorming • peer assessment • field visits	• pictures • resource persons • realia

	3 explain ways of preserving fish 4 locate the major fishing grounds of Malawi		resources • brainstorming ways of preserving fish • discussing ways of preserving fish • identifying the major fishing grounds in Malawi • locating the major fishing grounds on a map of Malawi	• group discussions • written exercises • brainstorming • field visits	
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	5 explain methods of catching fish 6 assess the economic		• discussing factors that influence the location of fishing grounds in Malawi • identifying types of fish • discussing methods of catching fish • drawing diagrams to illustrate methods of fishing • brainstorming the		• maps of Malawi • pictures and photographs • resource persons • statistics • local environment • students' experiences • realia

	importance of fish in Malawi 7 explain ways of conserving fish		importance of fish • discussing the importance of fish • identifying activities that can endanger fish resources • discussing ways of conserving fish		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of natural disasters in Malawi	Students must be able to: 1 identify natural disasters that are common in Malawi 2 explain the effects of natural disasters	**Natural disasters in Malawi**	• Brainstorming natural disasters common in Malawi • discussing natural disasters common in Malawi • locating areas that are prone to natural disasters • brainstorming the effects of natural	• group work • class discussion • brainstorming • checklists • map completion • field visits • case study	• videos • photographs/pictures • statistics • posters • maps of Malawi showing disaster prone areas • local environment • students' experiences • newspaper

			disasters in Malawi • discussing the effects of natural disasters in Malawi		articles • field reports
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain precautionary measures against natural disasters 4 explain the term *disaster risk management*		• suggesting precautionary measures against natural disasters • discussing precautionary measures that can be taken against natural disasters • discussing the meaning of the term *disaster risk management* • suggesting ways of managing disaster		

			risks		

Term 3

Core element: Spatial organization

Outcome: The student will be able to demonstrate increasing knowledge and understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of the population of Malawi	Students must be able to: 1 describe the population composition of Malawi 2 explain factors that influence population distribution in Malawi	**Population of Malawi**	• studying population figures of Malawi • analysing the population composition of Malawi • comparing a physical map of Malawi with a population distribution map • identifying factors that influence population distribution in Malawi	• question and answer • pair or group work • observation	• students' experiences • population census reports • map of Malawi showing ethnic groups • charts • physical maps of Malawi

			• discussing factors that influence population distribution in Malawi • drawing a sketch map of Malawi showing population distribution		• maps of Malawi showing population density
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 describe factors that influence population density in Malawi		• locating areas of various population densities on a map of Malawi • discussing factors that influence population density in Malawi • calculating population densities of an area • drawing bar graphs to represent population densities • distinguishing	• teacher observation • group work • written exercises • discussion	• students' experiences • economic maps of Malawi • population data • local environment • observation checklists

			population distribution from population density		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 determine factors that influence rapid population growth in Malawi 5 explain the effects of rapid population growth in Malawi		• brainstorming factors that influence rapid population growth in Malawi • discussing the factors that influence rapid population growth in Malawi • analysing a graph showing population growth in Malawi • brainstorming the effects of rapid population growth in Malawi • discussing the effects of rapid population growth in Malawi on the environment, natural resources, economy, social	• question and answer • discussion • group work • observation • pair work	• local environment • students' experiences • graphs showing population growth • newspaper cuttings • posters and charts illustrating the effects of rapid population growth

			services and others		

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	6 suggest strategies for controlling rapid population growth in Malawi		• surveying neighbourhood to assess the effects of rapid population growth • discussing the importance of controlling rapid population growth in Malawi • suggesting strategies for controlling rapid population growth in Malawi • drawing future's wheels on rapid population growth in Malawi	• group work • written reports • pair or group work • discussion • observation • future's wheels	• newspaper articles

Core element: Spatial organization
Outcome: The student will be able to demonstrate increasing knowledge and understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • develop an appreciation of the role of industries in Malawi	Students must be able to: 1 explain the meaning of the term *industry*	**Industries in Malawi**	• brainstorming the meaning of the term *industry* • discussing the meaning of the term *industry*	• group work • discussion • question and answer	• local environment • students' experiences • products from industries
	2 classify industries in Malawi		• identifying some industries in Malawi • grouping industries in Malawi into primary, secondary and tertiary • discussing the activities of each type of industry as extractive, manufacturing and service industries	• pair or group work • discussion	• pictures and posters illustrating products of industries • checklists
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and**	**Suggested teaching, learning and**

				assessment methods	**assessment resources**
	3 explain factors that influence the location of industries in Malawi		• discussing factors that influence the location of industries in Malawi • identifying places where industries are located in Malawi • drawing a map of Malawi showing the location of different types of industries	• peer assessment • teacher observation • question and answer • discussion • group work	• students' experiences • maps of Malawi showing location of different types of industries • charts • atlases
	4 explain the importance of industries to Malawi		• brainstorming the importance of industries to Malawi • discussing the importance of industries to Malawi analyzing graphs or figures which illustrate industrial production and exports for Malawi	• question and answer • discussion • pair work • teacher observation	• industrial production figures • industrial employment figures • export figures • posters
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

We will know this when the students area able to: • demonstrate an understanding of tourism in Malawi	The students must be able to: 1 explain the term *tourism* 2 explain factors that promote tourism in Malawi	**Tourism in Malawi**	• brainstorming the meaning of the term *tourism* • discussing the meaning of the term *tourism* • discussing tourists centres in Malawi • locating tourist centres on a map of Malawi • brainstorming factors that promote tourism in Malawi • discussing factors that promote tourism in Malawi (physical, cultural and economic)	• group discussion • pair work • question and answer • brainstorming • debate • pair work • field visits	• maps of Malawi • pictures/ photographs • students' experiences • videos • local environment • resource persons • statistical data on tourism
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 assess the impact of		• brainstorming the	• group discussion	• photographs

	tourism in Malawi 4 analyse the challenges facing the tourism industry in Malawi		positive and negative impact of tourism in Malawi • debating the advantages and disadvantages of tourism in Malawi • analyzing data on tourism in Malawi • brainstorming challenges facing the tourism industry in Malawi • analysing challenges facing the tourism industry in Malawi • suggesting ways of overcoming the challenges facing tourism industry in Malawi	• case study • question and answer	• resource persons

Core element: Interdependence between Malawi and the world

Outcome: The student will be able to understand the interdependence between and among countries in environmental, economic, social and technological aspects for sustainable development.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and

					assessment resources
We will know this when students are able to: • appreciate the role of communication and transport in the socio-economic development of Malawi	students must be able to: 1 identify means of communication in Malawi 2 explain the advantages and disadvantages of the different means of communication	**Communication in Malawi**	• brainstorming various means of communication in Malawi • discussing means of communication in Malawi • discussing the advantages and disadvantages of different means of communication • debating the advantages and disadvantages of different means of communication • analyzing the advantages and disadvantages of each means of communication	• discussion • question and answer • discussion • case study • role play • games and simulation	• students' experiences • local environment • checklists
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the importance of communication		• brainstorming the importance of		

	4 analyse problems of communication in Malawi		communication • discussing the importance of communication • identifying problems of communication in Malawi • analyzing the problems of communication in Malawi • suggesting solutions to the problems of communication in Malawi		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	1 identify types of transport in Malawi	**Transport in Malawi**	• brainstorming means of transport in Malawi • discussing types of transport in Malawi • locating main	• discussion • debate • question and answer • pair work	• students' experiences • map showing transport routes in Malawi

	2 explain factors that influence the development of transport routes in Malawi		transport routes in Malawi on a map • identifying factors that influence the development of transport routes in Malawi • discussing factors that influence the development of transport routes in Malawi • relating the factors to specific transport routes in Malawi	• role play • case study • field excursions	• local environment • pictures of means of transport • trade figures and routes for Malawi

Assessment standard	**Success criteria**	**Topic/ theme**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 analyse the advantages and disadvantages of each means of transport		• brainstorming the advantages and disadvantages of each means of transport • examining the advantages and disadvantages of each		

	4 explain the role of transport in the development of Malawi 5 examine problems of transport in Malawi		means of transport • comparing the volume of trade and transport routes • discussing the role of transport in the development of Malawi • brainstorming problems associated with transport in Malawi • analyzing problems associated with transport in Malawi • suggesting solutions to problems associated with transport in Malawi		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of issues of trade in Malawi	Students must be able to: 1 explain the term *trade*	**Trade in Malawi**	• discussing the meaning of the term *trade* • discussing how the people acquire the goods or commodities that they have	• discussion • question and answer • debate • written exercises • case study	• students' experiences • local environment • pictures of export and import

	2 explain the difference between exports and imports 3 identify the main imports and exports of Malawi 4 explain the importance of trade		• discussing the difference between imports and exports • researching on the main exports and imports • identifying the main imports and exports of Malawi • identifying Malawi's trading partners • discussing the importance of trade • discussing why countries export and import	• written reports	products • trade statistics • checklists
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested Teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	5 explain the concept *balance of trade* 6 analyse factors that affect balance of trade		• brainstorming the meaning of the concept balance of trade • discussing the concept *balance of trade*	• discussion • question and answer • peer assessment • role-play • individual/self assessment	• students' experiences • resource persons • trade statistics • checklists

	7 examine problems of balance of trade in Malawi		• brainstorming factors that affect balance of trade • discussing factors that affect balance of trade • identifying problems of balance of trade in Malawi • discussing problems that affect balance of trade in Malawi		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested Teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	8 suggest solutions to the problems of balance of trade between Malawi and its trading partners		• suggesting solutions to the problems of balance of trade between Malawi and its trading partners • discussing solutions to the problems of balance of trade between Malawi and		

			its trading partners		

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